

# CHILD STUDY

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# CHILD STUDY

## SPECIAL TRAINING FOR PARENTS *A New Phase of Adult Education*

The State University as a Training Center for Parents  
*By John E. Anderson*

Study Groups for Parents  
*By Cécile Pilpel*

Parental Education through the Juvenile Court  
*By Augusta F. Bronner*

The Nursery School: a Teacher of Parents  
*By Edna Noble White*

Child Study for University Alumnae  
*By Lois Hayden Meek*

A Summer Project in Parental Education  
*By Ruth Andrus*

*Published by*

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*formerly Federation for Child Study*

October



1926



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509 West 121st Street, New York City

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Compiled by the Child Study Association of America  
Edited by Benjamin C. Gruenberg

This is a source book of readings to accompany the "Outlines of Child Study," edited for the Child Study Association of America, Inc. (formerly Federation of Child Study), by the same author. These readings are careful selections from the best authoritative sources and most recent materials on child psychology and child development and training. They will give to the "Outlines of Child Study," in the hands of those who do not enjoy liberal library facilities, a greater usefulness. The READINGS cover a wide range of materials, and are so selected as to touch upon every phase of child development.

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In press



## Outlines of Child Study

A Manual for Parents and Teachers

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# CHILD STUDY

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## Study Groups for Parents

By Cécile Pilpel

NOT so long ago it seemed a comparatively simple matter to bring up a child. The family was a close unit, very little influenced by the pressure of outside agencies. The child's school life and his home life functioned separately, for the most part, and the school's contribution was accepted by the home unquestioningly. But the days of this independence of the family and of the separation of home and school are past. In the sweep of industrial changes a new world has come about—one where families live close together and are dependent upon social organizations for their fundamental needs; where the schools, having taken over much of the work of the home, find that they cannot educate a child effectively without the active co-operation of his parents.

Parents, discovering that old ways are inadequate to meet new conditions, are, like many professional workers, beginning to feel that further training on the job is necessary to cope with present-day complexities. Along with other means of adult education such as evening schools, vacation schools, conventions and institutes, the study group for parents has developed, quietly but steadily.

The study group takes a leading role in paren-

tal education for several reasons. It is more informal than the lecture and more individual and accessible than the large university class. Yet it is not so small and informal as to lose the advantage which comes from an impersonal discussion of problems arising in homes of varied types. The parents' study group, as it has been developed by the Child Study Association over a period of thirty-eight years, tries to make use of both pure science and practical experience. It goes to authorities for principles and endeavors to develop in its members the ability to apply these principles to their own situations. Usually made up of fifteen to twenty-five mothers—and of late a

percentage of fathers—the study group has become not only a place for the study of authoritative literature in child training but also a place where a study of the more involved relationships between parents and children may be made.

The problems which parents bring for discussion to the study group vary from seemingly trivial daily irritations to serious behavior difficulties. Each problem must be approached with due consideration of all its attending circumstances, and yet there are certain general and fundamental principles which

*For Parents—and all  
concerned with parents and children*

**Baltimore District  
of the Child Study Association of America  
and the**

**Child Study Association of America  
announce a**

**CONFERENCE, DINNER  
and  
STUDY GROUP DEMONSTRATION**

**Concerning Parents**

to be held at the  
Belvedere Hotel, Baltimore, Md.  
November 30th and December 1st, 1926

(For further particulars see page 11)



will help all these mothers, not only in meeting the immediate situation but in becoming progressively more able to understand—even to forestall—difficulties.

Young mothers, surprised and baffled by the first unexpected resistance of a small infant to authority, are constantly asking, "How can I make my child obey? When and how should I punish him?" Older mothers find the methods which succeeded with the first child unadapted to the varying needs of the other children. Grandmothers find their tried methods of discipline in conflict with those of their children.

Here is a typical situation which a young mother presents for group discussion. A two year old boy is persistently "naughty." He plays with things on the table; he opens the icebox door and hauls all of its contents out on the floor; he takes off his slippers outdoors. He pays no heed to repeated injunctions not to do these things. The mother asks for suggestions: How can she prevent these annoying activities? How can she make him obey when she tells him to stop? Will punishment deter him? What punishment?

To her these are the pressing questions. But the group under the guidance of its leader sees more fundamental considerations involved: What may be expected of a two-year-old? What are his normal desires? What impels him to handle forbidden things—to explore the icebox? Is the impulse here manifested "naughty"? Is it undesirable? Is he really disobedient or is he, rather, curious? What relation has the development of these impulses to the growing up process? Since the handling of things is one great way of becoming acquainted with the world in which he lives, is it wise to inhibit this desire for handling, for placing and arranging objects? Is it perhaps more desirable to direct in a constructive manner this desire for activity? What are the possible results of continuous thwarting?

Can we reason with this two-year-old about playing with his own box but not with the icebox—can he be made to understand that his slippers may be taken off at certain times only?

Is punishment for such activities a positive or a negative measure? Will it effectively deter him? Is a deterrent desirable? Why not?

This is of course only one of the many kinds of problems that are presented for discussion in study groups. The needs of parents are so varied that it has been thought best to organize groups

of mothers with similar interests. One group plans to study the psychology of the young child; another, the changes of adolescence; another, the development of the child between early childhood and the beginning of maturity; still another, the emotional and mental factors of infancy. Sometimes a particular aspect of the development of childhood is studied, such as mental hygiene or sex education.

But the study group does not stop with considering the psychology of the child at different stages of development. Often members who have an understanding of the principles involved in child training nevertheless find difficulty in the application of these principles. As the group studies situations of this sort it becomes evident that other factors are involved. It seems to be generally accepted that because a woman is married and has a child she becomes at the same time adjusted to the changed conditions, but often this is not the case. She may still have strivings, aspirations and unfulfilled desires. A conflict may result which may make her emotionally unable to solve her difficulties with her children even though she understands the principles involved.

Or again, there is the mother who has achieved through study group work a knowledge of hereditary factors, but is so emotionally involved that somehow her knowledge doesn't seem to be of practical use to her. Consciously or unconsciously she thinks that her child, merely by virtue of being hers, is bound to be beautiful, intelligent, and possessed of all the graces. She cannot see her child as he really is, and therefore her training will very likely be ineffective.

So the study group must face the problem of helping parents meet frankly their own conflicts. An understanding of the principles of mental hygiene is of great value. Sometimes the problem is so individual that no group procedure can deal with it. In such a case the advice of a psychologist is often sought. The Child Study Association is trying the experiment this year of making the services of a consulting psychologist available to group members.

There are a great many possible techniques of study group procedure. With the average group of intelligent members the Child Study Association has found the following procedure an efficient one. Assignments on specific subjects, with definite references to be looked up, are given to two or three members, who bring in a written abstract

*(Continued on page 16)*



# The State University as a Training Center for Parents

By John E. Anderson

THOSE who are prone to think of a university as an institution confined to a restricted area known as a campus, exerting its influence primarily upon those resident within its walls, may be somewhat surprised and shocked to learn that a number of state universities have enrolled during a given year many more students who are off the campus than there are at any one time upon the campus. Moreover, the greater part of these off-campus students are adults, pursuing through extension classes, correspondence courses, intensive short courses, or study groups, academic work at various levels. As we come in contact with the ramifications of the state university, we see it in a double light; first, as a university in the traditional sense, and second, as a great educational center for the whole people, with a campus that extends to the farthestmost boundary of the state. That such an institution offers great possibilities for parental education in child care, is obvious.

Parental education in child care is but one aspect of the field of adult education. If we wish to study the greatest examples of adult education in this country, we must turn to land grant colleges, that is, colleges of agriculture and home economics and the agricultural experiment stations, which in some states, as Minnesota, are combined with the state university, while in others, such as Iowa, are separate institutions, located in different places and under different administrative heads. For many years, these institutions have been conducting an active extension service, looking toward the raising of agricultural standards, the improvement of conditions on the farm, and the solution of the many scientific and practical problems that the agriculturist faces. Along with the extension work directed toward agricultural problems, there has gone extension work in home economics, which in the past has concerned itself largely with problems in cooking, canning, and nutrition, and with sewing and textiles, and has only incidentally concerned itself with the child.

The methods developed by the agricultural and home economics extension services are many and varied; free bulletins, both of a practical and scientific nature; short courses and institutes;

boys' and girls' clubs, local leader and community study groups and demonstrations. Here, then, are organizations which have had years of experience disseminating scientific and practical information and which have at their disposal tested methods as well as contacts with and the confidence of tremendous numbers of people. With the present widespread interest in child study and parental education, it is simply a question of time until the land grant college, whether as a part of the state university or a separate state institution, becomes a leader in the field.

Another opportunity for the state university lies in what we may call its general extension service. By this, we refer to that division of the university which, by extension classes, many of which are in the evening, and by correspondence courses, carries on courses of academic grade on the payment of a small fee. Here too we find large numbers of people being reached and an organization already established and functioning. Increasingly, many individuals in the community are coming to look upon graduation from high school and college, not as the time when books shall be closed and study stopped, but as a point of departure from which they may go on and on. Work in child study and parental education is already offered by some institutions. As the demand increases, this will furnish an avenue for work in parental education of high grade and intensive character.

A third avenue of approach possessed by the state university arises through the college of education, which is in close contact with the school system of the entire state. Its function lies in the fields both of pre-parental education and parental education. It can exercise an important influence upon curricula throughout the entire school system and can, by incorporating within its own curriculum appropriate training courses, awaken the great body of teachers to the need and opportunity for pre-parental instruction. More and more educators are coming to realize that education is not exclusively tied up to formal periods of instruction, but is a matter of the whole life contact of the individual. There are many educational problems which can be solved only through contact between the home



and the school, a field in which the parent teacher associations have made an admirable beginning. Through its teacher training program, the state university in the course of years has an opportunity to affect profoundly our whole practice.

We come at last to what we are accustomed to think of as the primary function of the university: the instruction of the individuals on its own campus. Up to a few years ago, there were no courses available for the great body of students looking directly toward preparation for home life and the care of children. We expected our young people to face the greatest responsibility and the greatest opportunity of life utterly without training and without insight. It is true that there were and are a number of courses in various departments, such as sociology, which approach the problems of home life indirectly, and that there are, in certain professional training courses, such as nursing, courses which gave direct instruction along these lines. It is also true that in many universities and colleges, the home economics division gives many courses centering about home life. These, however, were in the past concerned mainly with increasing the efficiency of the home,

with better methods of cooking, canning, dress-making, decoration, etc. While they have exercised a wide influence in raising standards, the personal and social relations upon which true home-making depend and the child as the center of home life were pretty well neglected. In many places these courses also became professionalized and were looked upon primarily as places for training teachers of home economics, rather than for training home-makers. In recent years, however, there has been a strong trend in home economics toward preparation for home-making and excellent work is being done.

Here lies a great opportunity for the state university. With thousands of students leaving its walls each year, most of whom are soon to set up homes of their own, the university can incorporate within its curriculum courses which will seek to give students, in advance of their parenthood, some insight into their task and some knowledge and conception of its possibilities.

When we contemplate the modern state university as a center for parental education, we see at once that it is an organization of manifold possibilities. Both on and off the campus it has unique opportunities to lead in the field.

## Parental Education through the Juvenile Court

By Augusta F. Bronner

IN numerous utterances, published and unpublished, Judge Frederick P. Cabot of the Boston Juvenile Court has emphasized the point that the function of the Juvenile Court is "to proceed as a parent ought to proceed." It is his conception that the Juvenile Court acts as a super-parent; when the parent or guardian fails in his duty of aiding the child to so develop that he is able to fulfill his responsibility to the community "the court is empowered and has the duty to act as a parent should for the welfare of the child."

It is quite generally agreed among those who deal with problem children that there is no one main cause for delinquency. Conduct, good or bad, is the outcome of a multitude of complex urges and drives that intertwine and have their foundations deep under the surface. Many factors—some obvious, some very subtle—play their part, and in the case of misconduct it is often difficult to discover the roots of the trouble.

It has been said by many that most fundamental

in misconduct are the influences of the home—and quite a strong thesis could be written to substantiate this claim. Whether one agrees with it or not, it is certainly clear to workers with delinquent children that, for the most part, after these children come into the court it is not only they but their parents who need education and re-education.

It is not so much the material conditions of family life that are found to be often unfortunate for the upbringing of children; sometimes even these are so palpably poor that one comes to feel that the community, itself, is largely to blame. Poverty, poor sanitary conditions, crowding—all these exist in a certain proportion of cases. They are the obviously poor conditions of home life. Bad though they may be, their influences are not so insidious and subversive of morale as are the less obvious, subtler, and much more demoralizing bad conditions of human relationships with which juvenile courts and adjuncts of juvenile courts



come to be all too familiar. Sometimes in the court room, more often in the clinic or study department to which the court charges are sent, there are unearthed situations in family life, unending in variety, that plainly show how great is the need for parental education.

There are the cruder types of unwholesome parents—the irrational, impatient, hot-tempered father who altogether lacks self-control and yet demands it of his children, or the father who under the influence of bad temper or drinking calls his boy or girl “bum”, “thief”, or even worse names. There is, unfortunately, the mother who sets the example in the home of immorality or of lying to the child or to the other parent. Such misconduct on the part of parents seems so obviously injurious that it is almost incredible that parents do and say these things, but alas! in more refined form they are still indulged in by even the well-to-do and well educated.

In what would seem better conducted households, conditions equally as detrimental to the best development of childhood also sometimes prevail. It would be possible to cite illustration after illustration of the over-domineering parent, the parent who still says to the child on giving a command, “You will do it because I say so; that should be sufficient”; even though experience has already perhaps demonstrated that it is not sufficient, for many such child rebels against such parental authority, and, going his own way, finds that his way terminates in the court.

Then there is the parent who, without realization of the natural outcome, is constantly reminding the child of his shortcomings, comparing him perhaps to the abler or cleverer or more obedient brother and sister, driving the child into that now well-known malady, the “inferiority complex”. Although nowadays this phrase has become almost a by-word and too glibly used, yet the concept is a true one. “Why aren’t you like your brother? He never gives any trouble. He does his lessons and brings home good reports. . . .”, or “Look at Mary—she minds when she is spoken to”, etc., etc. It is quite often forgotten that after all when one cannot be successful in achieving good marks at school or in sitting in demure and quiet fashion in the family circle, it is readily possible for one to succeed in mischief. Delinquency frequently affords the satisfaction of making one’s presence known and recognized.

And who is not familiar with the father or

mother who says, “I had a hard time when I was a child; my boy and girl shall not go through the same!”, and with the best intentions becomes the over-indulgent parent who cannot deny the child his heart’s desire? And thus, without any training in self-control and growing up with the idea that his own pleasures are a guide to conduct, the boy or girl drifts into situations that once more lead to the court. Perhaps more subtle but no less common is the parent, well-meaning also, who derives such pleasure from the dependence of his child that he cannot let the child grow up normally. Thus, John, 14 years old, appeared one day before the judge on a charge of truancy, breaking and entering, and stealing. After the usual preliminary investigation and intimate personal interview between the judge, the mother, and the boy, His Honor came to the conclusion that John was not receiving the training he needed in his home, and that it might be wise perhaps to try placement in a foster home. “This boy,” he said, “needs physical care, training in manliness; he needs incentives toward ambition.” The mother at this juncture broke in excitedly, “Oh, Your Honor, do you think *you know* what John needs. I know what he needs! I am his mother, I brought him in the world, I have watched him! Your Honor, I feed him every day, I bathe him, I sleep with him. . . .” Here the Judge, unable to contain himself any longer, interrupted—and had his first opportunity to educate the parent.

The multitude of situations that arise in connection with the court cannot be listed; perhaps these suffice to give a glimpse of some of the opportunities that present themselves to the court for parental education. And the court, with the intelligent, social-minded judge and the well-trained probation officers, has certain advantages for parental education difficult to duplicate. The court has behind it the sanction of the law; it has the power to compel, if necessary, acquiescence. It can, if it sees fit, remove the child entirely from the parent, giving it over to the care of the state. More than once have we known where such power was successful in dislodging a family from a bad environment when persuasion of all sorts failed to make the parents agree to move. More than once has it driven a mother to give up employment undertaken, not because of need, but because of dislike for home tasks, and kept her in the home to look after her dependent children. Because it has behind it this power, the court can, if it

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# The Nursery School: A Teacher of Parents

By Edna Noble White

THE nursery school has been thought of chiefly in terms of its primary function: the education of the little child. And yet it has developed an almost equally important secondary service: the training of the parents whose children are in the school. The natural interest of parents in the education of their child, and the urgent need of the nursery school for the cooperation of fathers and mothers, have worked together to bring this about.

In the Merrill-Palmer School the contact of the parent with the school begins immediately upon the admission of the child. In fact, the acceptance of any child in the school is conditioned upon the parents' promise to cooperate in every way possible. A conference between the parents and the staff takes place shortly after entrance. Other conferences with specialists who examine the child are arranged so that the father and mother may have opportunities to understand their viewpoint.

Aside from these preliminary interviews, more informal daily contacts are established between the parents and the school. For instance, in most cases it is the father or mother who brings the child to school every day. This practice is encouraged by the school, for through such brief visits the parent may come to have, at first hand, some understanding of the school and its methods. The parent waits during each morning's physical examination of the child, for if there is any question about his condition the child must be taken home. This not only safeguards the other children in the school, but helps the parents to recognize a disease at its source and treat it intelligently.

The nursery school seeks the cooperation of the home in the physical care of the child in various ways. Every week the menus for the school lunch are taken home by the children, and the nursery school, in turn, asks frequent reports from the parents as to the children's diet at home. Most of the parents check up daily, at the request of the school, certain facts concerning the child's growth and his health regime.

The parents are asked to fill out various types of blanks, some of them at the entrance of the child and others later, at regular intervals. In

one blank the history of the family is asked, as well as the history of the child. As a rule, fathers and mothers have very hazy notions about many of the prenatal and postnatal conditions which may affect the whole later life of the child, so that much of the information resulting from the blanks is indefinite and not of great value. Nevertheless these blanks have educational possibilities. When a second child from the same family comes into the nursery school, the parents usually show more ability in evaluating facts and expressing them accurately.

The changes which take place in the child as a result of the nursery school regime are of course noted by the parents and help materially in their understanding of the school's technique. Conversely, the child's attitudes soon reveal whether or not the methods used at home vary widely from those of the school. If from a child's conduct the teachers feel that father or mother is failing to understand the point of view and methods of the school, the staff makes a special effort to establish a closer contact with the parents.

One member of the staff of the Merrill-Palmer School has the special responsibility of visiting the homes and establishing a cordial and informal relationship with the parents. She has found that, while nearly every parent is willing to admit that his children have physical problems, and even mental problems, very few recognize that every child has also social problems. She endeavors, therefore, to develop frankness and cooperation on the part of parents in this respect.

Every child in the school is the object of careful research as to his growth and abilities. The results of these examinations are made available wherever possible, for the use of the parents. If the child needs speech correction, or physiotherapy, or if he has special behavior problems, the parents are asked to confer with the specialist for advice and suggestions and to furnish reports concerning the child from time to time.

In observing how much the nursery school can give the parent, we try not to lose sight of the fact that the parent has a large contribution to make the nursery school and that parents usually are somewhat timid about offering it. Regular



monthly meetings of parents are held at the Merrill-Palmer School, and despite the wide disparity in the educational background of these mothers and fathers, the meetings have been successful. At each meeting, members of the staff present different phases of a special topic and then discussions follow. Out of these discussions the school gets the parents' point of view.

Special courses for parents in behavior problems and methods of training are offered by the Merrill-Palmer School in response to numerous requests. These courses center about concrete problems which arise in the home, and a special evening group is arranged so that both fathers and mothers may attend.

At present the number of parents who can place their children in a nursery school is limited. During its six years of existence only about two hundred mothers and fathers have been reached through the Merrill-Palmer Nursery School. Yet this intensive training of a few parents is very much worth while, since this small nucleus will doubtless pass along to friends and acquaintances much of what they have learned. And aside from this direct influence, the research and the publications which are resulting from its work make the nursery school an important factor in helping parents to understand the nature of the child and the best and most progressive methods of providing for its needs.

## Child Study for University Alumnae

By Lois Hayden Meek

THE college woman, expert though she may be in history, mathematics, or science, often finds herself almost entirely out of touch with childhood, its needs and characteristics. She may have had a child study course when she went to college, but this was directed mainly toward the possible task of teaching rather than toward the intensive training of her own children. If she took a home economics course ten or fifteen years ago she found the child completely and quietly ignored. Even home economics courses of recent years which have discovered the child, concern themselves primarily with physical factors and for the most part do not deal with the important emotional and intellectual factors which govern the early life of the child and determine the set of his mind in later years.

It is no wonder then that the college woman graduate, faced with the problem of living with and providing the best background for the development of her own children, feels the need of more light on the subject. One of the chief channels through which she may get the basic knowledge concerning parenthood and childhood that she so urgently seeks is through the American Association of University Women. The process of getting this knowledge is, typically, as follows:

Suppose Mrs. Gordon Huntington, a graduate of Smith College in 1920, now has two little children. She is a member of an active branch of the American Association of University Women

in her own town. Along with several other young mothers she is influential in persuading the branch to organize a study group in pre-school education.

Fortunately, the newly organized study group is able to get definite help from the National Headquarters of the American Association of University Women at 1634 Eye Street, Washington, D. C. A text-book, "Guidance Materials for Study Groups," is available at a price low enough to place it within the reach of every member. This text-book, however, with its references, points out the need of a library of child study books. How to assemble such a library is the next problem which the study group has to meet.

Sometimes a branch is able to get a small appropriation from the Local Branch and with this they persuade the local library to appropriate as much again to buy new books to put on a parents' book shelf in the public library. If the town is too small or the public library does not prove cooperative, the group may find it possible to use the state traveling library service. The American Association of University Women has a small traveling library service of its own in the educational office at Washington. A bulletin describing this traveling service and giving the rules for borrowing may be obtained from the Headquarters office. Sets of pamphlets, including reprints of important articles on child study which have appeared in different magazines, are also available

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### The Extent of Parental Education

WHILE this number of Child Study attempts to give an idea of the expansion which is taking place in the field of parental education and to picture some of the agencies in action, it is obviously impossible in so limited a space even to suggest the extent of the work. One report on parental education, made up for the National Council of Parental Education, discloses the following facts:

Eighteen colleges and universities in the United States and Canada include in their curricula programs of parental education. Ten have child welfare research stations, nursery schools and parents' classes. Many of them work through state extension programs. In 1926 twenty schools and colleges offered summer courses in parental education and the study of the child.

Public schools and high schools are also beginning to show activity in parental education. Twelve nursery schools are listed as having parents' classes.

Of the national organizations working in the field the Child Study Association of America is the only one which devotes its whole energy to parent education and which has a record of thirty-eight years of experience. Two other national organizations are listed, and five local organizations which are doing intensive work. A number of religious organizations, including a special committee of the Y. M. C. A. and Y. W. C. A. are placing parental education in their programs.

There are other agencies also that from the nature of their work must inevitably deal with parents in an educational way. Among these are the psychiatric and mental hygiene clinics. The program of such clinics includes "educational work in the community in the field of mental hygiene and the application of psychiatric meth-

ods to problems of behavior. . . . Parents and school teachers are reached by lectures and articles and by direct contact, so that they may come to understand how the home and the school sometimes contributes to behavior disturbances."\*

Publications adapted to the needs of parents, such as government bulletins, magazines, pamphlets and books are constantly appearing. "Children: the Magazine for Parents," whose first number has recently been put on the news stands, is a notable example.

Geographically, programs in parental education are not limited to any one section of the United States or Canada. They are being established from coast to coast, and the present outlook would seem to indicate that the growth of the movement is conditioned primarily by the training and equipment of efficient leaders and organizers

### Leaders in Parental Education to Confer in Detroit

THE second round table conference on parental education will be held on October 25, 26, 27, and 28 at the Merrill Palmer School, Detroit, Michigan. The conference has been called by the National Council of Parental Education, an organization formed last year as a result of the conference at Hotel Gramatan which was called together by the Child Study Association.

The National Council of Parental Education has for its aim the co-ordination of agencies working in the field of parental education. Among the speakers at the conference in Detroit will be Dr. Lois Hayden Meek, Dr. Helen T. Woolley, Dr. Nellie M. Perkins, Miss Edna Noble White and Mrs. Sidonie M. Gruenberg.

### This Month's Contributors

John E. Anderson, Ph.D., is Director of the Institute of Child Welfare, University of Minnesota.

Ruth Andrus, Ph.D., is Assistant Professor of Education, Teachers College, Columbia University, Research Associate at Institute for Child Welfare Research, lecturer at Vassar Institute of Euthenics, held in the summer of 1926.

Augusta Bronner, Ph.D., is a Director of the Judge Baker Foundation in Boston, and author of "Psychology of Special Abilities and Disabilities."

Lois Hayden Meek, Ph.D., is Educational Secretary of the American Association of University Women and author of "Guidance Materials for Study Groups."

Cécile Pilpel is Director of Study Groups of the Child Study Association of America and author of "Answering Children's Questions: Sex Education" and "Obedience," etc.

Edna Noble White is Director of the Merrill-Palmer School in Detroit.

\* Commonwealth Fund Program for the Prevention of Delinquency, Progress Report, 1925.



## Child Study Activities

### A Conference Concerning Parents

A CONFERENCE, Dinner and Study Group Demonstration, "Concerning Parents," are being planned by the Child Study Association, Baltimore District, and the Child Study Association of America, Inc., to be held at the Belvedere Hotel in Baltimore, Maryland, on Tuesday, November 30th, and Wednesday, December 1st.

The Conference will open on Tuesday morning with a consideration of the mental hygiene approach to child study. Mrs. Howard S. Gans, President of the Child Study Association of America, Inc., will act as chairman. The speakers and subjects will be as follows: "What Has Mental Hygiene to Offer Childhood at the End of 1926?"—Dr. Esther Richards, M.D., Associate Psychiatrist, Johns Hopkins Hospital; "The Difficulties of Normal Adolescence," Dr. Frankwood E. Williams, Medical Director, National Committee for Mental Hygiene; and "The Formation of Life Patterns," Dr. Leslie B. Holman, Associate in Clinical Psychology, Johns Hopkins Hospital. The lectures will be followed by discussion.

In the afternoon session on Tuesday the educational approach to child study will be considered, with Mrs. Walter Kohn, President of the Child Study Association, Baltimore District, as Chairman. Dr. Patty Smith Hill, Professor of Education at Teachers College, New York City, will speak on "The Understanding Parent"; Dr. Florence Bamberger, Professor of Education, Johns Hopkins University, on "The Effect of Early Home Education"; Mr. E. M. Sipple, Headmaster of the Park School, on "The Aims and Ideals of Secondary Schools"; and Mrs. Sidonie M. Gruenberg, President of the Child Study Association of America, on "The Present Status of Parental Education."

At the dinner Tuesday evening the speakers will be: Dr. Buford Johnson, Professor of Psychology, Johns Hopkins University, "Old and New Viewpoints of Child Behavior"; Dr. William A. White, of St. Elizabeth's Hospital, Washington, D. C., "The Increasing Tendency of Mental Hygiene to Focus About the Child"; and Dr. Hughes Mearns, Professor of Education, New York City, on "The Unknown Child."

On December 1st will take place a demonstration of how study groups work. Three typical meetings will be conducted simultaneously in

separate rooms and visitors are cordially invited to attend any or all of them. Mrs. Cécile Pilpel, Director of Study Groups of the Child Study Association, will speak on "The Place of Study Groups in Parental Education."

One study group, led by Mrs. D. Corbin Streett, will deal with "Habit Formation in the Pre-School Child"; a second with Mrs. Ira Spear as leader, on "Education in Elementary Schools," while the third will take up "Adolescent Problems" under the leadership of Mrs. Henry F. Westheimer, with Dr. Esther L. Richards as special speaker.

A presentation of the work of the Summer Play Schools of the Child Study Association will be made by Mrs. Fred Stein, Vice-President of the Child Study Association, followed by a motion picture showing the play schools in action.

Details as to registration at the Conference may be obtained by writing to the Child Study Association of America, 54 West 74th Street, New York City.

### New Study Groups

THE study group season will open this year with twenty-six new chapters, all organized since October, 1925. These are located in New York City; Hartsdale, N. Y.; Jamaica, N. Y.; Peoria, Ill.; Baltimore, Md.; Montclair, N. J.; Philadelphia, Pa.; Richmond, Va. Twelve associated groups have also been added to the list of chapters of the Association.

Constant inquiries from all over the country and from foreign countries show that the desire on the part of parents for further training is becoming more and more articulate.

### Child Study Booth at the Sesquicentennial

VISITORS to the Sesquicentennial will be interested to know that the Child Study Association has a booth in the Educational Building, dedicated to "a more intelligent parenthood." The publications and materials of the Association are attractively displayed, and a loose-leaf notebook is available for names and addresses of those who are interested in child study and wish to receive the literature of the Association. Hundreds of names have already been received through this channel.

# A Summer Project in Parental Education

By Ruth Andrus

A NURSERY school in the infirmary, the latest models in gas and electric cooking stoves in the halls of chemistry, go-carts and children's toys on the dormitory steps, the shouts of children on the slide and sand pile, and the first summer institute of eugenics at Vassar had begun!

From all parts of the country women came to learn something of the science and art of home-making and how to achieve happy as well as efficient living. They were not all mothers. Some few were teachers; one or two engaged girls were there as well as several young married women. While the majority of these were college graduates, some of them had been in college not more than one year and others had attended finishing schools. Many different colleges and universities were represented. The background of the group was exceedingly varied but all were united in their interest in the development of the child in the home and at school and eager also to gain some insight into the complex problems of adult relationships. One young woman said when asked why she had come, "Well, you see, marriage and parenthood look to me like a life job and I have always been trained for other positions I've held, so why not for this one?" So an age-old occupation is taking its place as a new profession. . . .

The courses which had been planned "for the study of certain phases of human relationships and environmental influences" centered about family relationships and the family as an economic unit. Each student enthusiastically undertook the entire program but later it was decided by the student body that the art of efficient living should above all be regarded in the pursuit of a knowledge of eugenics. However, it was evident that one phase of the program was as necessary as the other so the matter of choice was exceedingly difficult. Classes in cookery and household technology were plainly concerned if one were interested in a well rounded philosophy of life, and all phases of the health of the family were clearly dependent on the efficient organization of the household for which the mother was largely responsible.

In addition to the classes, conferences were held with individuals in which their problems of household management were talked over. One

woman said, "I am beginning to see now why I have never had any time since Bob was born. We had been trying to live just as we did before that event. Now we are going to plan our schedule to include a baby." Another mother who had not been able to keep any maid who came to her discovered that one of the reasons was that she had not been willing to consider the maid's need of recreation.

House plans were shown in which the greatest good for those living in the home was the prime consideration and beauty was emphasized as well as convenience and economy. Budget making and the investment of money were discussed with interest and many to whom "anything to do with arithmetic was more than annoying" forgot they were dealing with figures.

Those who had never become emancipated from the long and elaborate recipes in some cook books fittingly named "brides rules" welcomed the "short-cuts" which they learned in their course in food production, a course "in the efficient methods of food preparation with a view to the conservation of time and energy and the improvement of the product."

Family relationships were discussed from all points of view by pediatricians, psychiatrists, sociologists and psychologists. The young child, "his nature and his needs," probably received the greatest emphasis. In the nursery school, each one could see how the theories with which they were becoming familiar were put in practice. There they saw children whose appetites they had considered poor become hungry, those who had been extremely dependent on their mothers gradually develop independence and initiative. These problems and many others were taken up with the mother and, in some cases, with the father of each child in the nursery school. Reasons for the nursery school regime, the diet of the children, etc., were explained. Each child was carefully studied from the physical and psychological points of view and suggestions were made to the parents for the subsequent development of the child. Here again, the relation of all phases of the health of the child and of the parents and the atmosphere of the home to the mechanics of home management were discussed with individuals and groups.



Probably one of the most beneficial parts of the institute was the students' exchange of viewpoints. The social life of the dormitory encouraged this. As an outgrowth of these informal discussion groups, a committee of students was formed to report the "findings" of the entire institute that the administration might have the benefit of their suggestions in planning the next summer's euthenics program.

You will say, "there is nothing new in all this program." Certainly there is not but it is the attempt on the part of a liberal arts college to furnish those engaged in the occupation of home-making and parenthood with the tools for their profession and an understanding of the implications of euthenics, "the science and art of improving the human race by securing the best influences and environmental conditions for the physical, mental and moral development of the individual and the maintenance of health and vigor."

## Wanamakers Give Luncheon to the Child Study Association

A luncheon was given on September 29th by Wanamaker's store, New York City, as an expression of cordial co-operation with the Association and a belief in its possibilities of service and expansion.

The speakers were: Mrs. Howard S. Gans, President of the Child Study Association; Mrs. Frances Seaver, Director, Home Budget Service; Dr. Albert Shiels, Professor of Education, Teachers' College, Columbia University, and Mrs. Lewis Thompson, President, Monmouth County Organization for Social Service. Over two hundred members and guests were present.

### November Child Study

Will take for its subject

#### Sex Education

This number will contain an article on the Sex Education of the Young Child by Dr. Benjamin C. Gruenberg and additional articles on the sex education of the adolescent girl and the adolescent boy.

## NEW PUBLICATIONS

### CHILD STUDY ASSOCIATION OF AMERICA

#### Guidance of Childhood and Youth:

Readings in Child Study.....\$1.50

A source book of authoritative child study literature, especially adapted to be a companion book to "Outlines of Child Study." Edited by Benjamin C. Gruenberg and published by the Macmillan Company.

#### Music for Children.....In Press

A list of music books, reproducing piano rolls and phonograph records for children from babyhood to adolescence. Special introductions to each section.

#### Child Study Groups: A Manual for Leaders .....In Press

How to organize a study group; types of procedure; suggestions concerning material and organization.

To insure uninterrupted delivery of the magazine, as well as facilitate the work of the circulation department, subscribers are requested to send corrected address or change in address without delay. Kindly give the name exactly as it appears on the wrapper

## Child Study for Alumnae

(Continued from page 9)

at a small cost. The Journal of the Association, published quarterly, has a department on the pre-school child.

Ideally, the meetings of the pre-school study groups are like those of a college seminar. Most groups plan to meet weekly and to devote at least two hours to a meeting. And members of study groups are expected to prepare definite assignments of reading so that they will be able to join in the group discussions intelligently, basing their opinions on authoritative information rather than merely on random experience.

"Guidance Materials for Study Groups," the text-book for group study, includes thirteen topics. The first four of these topics are basic in character, dealing with heredity and environment; the bases of action; the laws of learning; and what habit is. With this background the members of the study group go on to take up more specific problems, such as sleep, anger, and fear.

When Mrs. Huntington comes to the topic of learning, for instance, she will find herself confronted with "questions for parents to answer for themselves." She will be told to "recall an instance when your child did something inefficient-



## HOMES OF THE FREED

by

Rossa B.  
Cooley

**I**N 1861 the Sea Islands off the South Carolina coast were captured by the Union Navy. Abandoned by their owners, rich plantations fell to the slaves, who under the Federal forces established the first community of freedmen in the South.

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ly." Mrs. Huntington will remember how Jimmie tried to put on his rubbers and was so slow about it that she did it for him. "Try to analyze why he did it inefficiently. Had he ever been shown the correct way?" "Oh, yes," Mrs. Huntington may answer, "a dozen times." "Has he had opportunity to practice what you had shown him? Did you see to it that the correct way made him satisfied? Do you tell a child once and expect him thereafter always to do that thing correctly?" Mrs. Huntington begins to see that perhaps it takes longer to teach Jimmie to put on his shoes than she had realized. "Do you expect the child to learn how to lace his shoes by watching you?" Clearly these are points to think about.

After the preliminary questions Mrs. Huntington will find some activity suggested that she may do and that will involve observation of her child. For instance, detailed directions are given for observing a child when he is learning to do anything. If she makes these observations, she begins to find out what children really do when they learn, and some of her pre-conceived ideas may be overturned.

After the directions for observation comes a study outline of the subject, with bibliography, and then detailed questions for discussion in the group. Finally mothers are asked to work out at least four rules to guide them in dealing with their children. In other words, Mrs. Huntington is required to put to practical application the principles she has just learned.

Whether thoughtful mothers can actually contribute to the existing body of knowledge about childhood is an interesting question. At any rate, members of the American Association of University Women have responded to questionnaires issued by persons making a special study of some particular subject such as the sleep of children and these answers have proved useful. The Association is encouraging careful observation of children's activities and the keeping of records by mothers in the home.

The study group of the American Association of University Women, then, fills the need of the intelligent, college-trained woman who is eager to know the principles of child-training and how to adapt them to her own particular situations. In order to get the best out of her group work she will need to devote to it even more careful study and thought than she gave to her favorite course in college.



## BOOK REVIEWS

## An Englishwoman's View of Education

*Home and School.* By Mrs. A. Hutton Radice, with chapters by Viscountess Erleigh, Mrs. H. A. L. Fisher, and Mrs. Coombe-Tennant, J. P., and a preface by Dr. C. W. Kimmins. Partidge, London, 1926. 254 pages.

**A**N English mother who is at the same time a governor of schools is in a unique position to present the case for co-operation between home and school. In her book, *Home and School*, Mrs. Radice sketches, in broad outline, some of the outstanding excellences of the English system of education, and critically examines some of its weaknesses. She points out, for example, the conflict between the school's point of view and the parents'—between the school's limited acceptance of responsibility and the broader conception of family life. "The parent is understood to send him (the child) to school that he may 'take his place with others,' that he may be, in fact, a little neglected. The parent, on the other hand, sends him to school in the hope of having his special qualities developed; in this often lies the cause of conflict between parents and schools. The schools see to it that parents accept their point of view about children; English parents have as yet done but little to press their point of view upon the schools."

Without attempting to cover the whole range of schooling, the book deals with those phases of school education with which the parent is concerned. The author links the school's responsibility with that of the home, and points the way toward a new school approach to old home and school problems. At the same time, she pleads for a new consciousness of parental responsibility.

Two interesting chapters have been contributed to the book by Mrs. H. A. L. Fisher and Mrs. Coombe-Tennant, J. P., dealing with the training of boys and girls for social responsibility and citizenship. A third, written by Viscountess Erleigh, discussing training for "The Girl as a Mother-to-be," is replete with suggestions for a working program of pre-parental education.

The book is the first of a series to be published as the Home and School Library, whose purpose, stated by Dr. Kimmins in his preface, is to "assist in establishing that intimate connection between the home and the school without which no scheme of education can achieve complete success." J. F.

## Looking at the Child as a Whole

*Intelligent Parenthood*: Proceedings of the Mid-West Conference on Parent Education. Chicago Association for Child Study and Parent Education. University of Chicago Press. 326 pages. Cloth, \$2.00. Paper, \$1.00.

**T**HIS small volume represents the crystallization of much scientific thought on the problems of parents. Experts in many fields related to child care and training, with a keen appreciation of the problems of the parent, contributed to the conference on parent education in Chicago in March, 1926.

The particular value of this volume of proceedings lies in the fact that the child has been carefully considered as a whole. There is an excellent discussion of the requirements for health and the means of attaining it; the various age levels are treated from the psychological point of view; and moral training and cultural needs are considered. Each section is complete in itself and altogether the book is extremely valuable and interesting. M. M. M.

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The New Child Study. Pre-School Education. (Reprints) 25c each.

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Progressive Education and Character Building, Florence E. Bamberger (Bulletin) 5c.

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**Study Groups for Parents**

(Continued from page 4)

of what these assigned authorities have to say on the subject. These abstracts form the basis of the meeting, and are followed by general discussion under the guidance of the leader.

Again, the Child Study Association has sometimes found it effective to base the year's work on the every-day problems which the mothers bring to the first meeting of the group. Then the leader builds up a tentative program based on these expressed needs and lays it before the group for acceptance or rejection. If accepted, and this is usually the case since the group members feel that the program is an expression of their own problems, it stands as a guide for the season's work to be modified if special needs arise.

Or, as in still another type of procedure in study group work, the leader may present to the group the principles involved in special topics such as obedience, punishment, fear. These talks are followed by discussion and questions.

Social workers, foster parents, teachers, and prospective mothers all have need of an understanding of child life and a practical working knowledge of the principles of child training. The Child Study Association has endeavored to meet this need by special groups. Among these have been groups under the auspices of the Camp Directors' Association and the Continuation Schools of New York City.

Trained leadership is of course essential for the success of group work. Many of the most effective groups of the Child Study Association are under the direction of lay leaders who have fitted themselves for the work through the experience gained in the education of their own children, coupled with years of careful study and observation, and actual participation in study group work. Study groups of the Child Study Association in New York City are being increasingly used for observation and special field work in the training of leaders in parental education. Colleges and universities both in the east and the west are offering special courses in parental education and child psychology.

Back in the early nineties, when the first groups of the Child Study Association were meeting—these progressive mothers read and discussed Plato's "New Republic," Rousseau's "Emile," Locke's "Essay on the Human Understanding," Adler's "The Moral Instruction of Children" and

(Continued on page 18)



# ~ Nelson Juveniles ~

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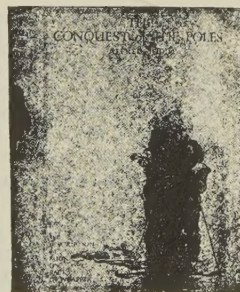
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The University of Chicago Press

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## Study Groups for Parents

(Continued from page 16)

works by Pestalozzi and Froebel. The past two decades have developed a richness of material in child psychology undreamed of heretofore. Universities everywhere are establishing laboratories organized to study small children in action, and these and other agencies are making valuable contributions.

With the new contributions which are appearing, with an increasing number of expert leaders and a growing interest on the part of parents everywhere, the study group seems to promise unlimited possibilities of growth and usefulness.

## The Juvenile Court

(Continued from page 7)

chooses and is wise enough, bring to the home a knowledge of modern psychology and psychiatry, of fundamental laws of health and health education, of decency and fit conditions for child training. The probation officer, visiting regularly, must, of course, first of all, make friends with the parents, must make the parents feel that he is genuinely interested in the child. Probation, properly conceived, is a bit of family case work. The probationer—the boy or girl on probation—cannot be properly helped unless he is regarded as a member of a family, all of whom have an influence upon him. And thus what is done for the one juvenile court ward can be made of value to all the children in the family. There is no reason why, on these visits, simple information cannot be given and reiterated. Indeed, this constitutes one of the real opportunities. The clinic may see the parent but once—at best only at intervals. The probation officer sees the parent steadily, week by week, or should. He has the real chance for re-educating. If the parent does not cooperate, if he proves negligent or abusive, the probation officer can again hale him into court.

Were there a clear conception of the court as a means of parental education, a vast amount might be done, not only to check the boy or girl who is a first offender, but to prevent delinquency among the other members of the family. Long since the idea has been given up that the juvenile court has as its purpose the punishment of offenders, but we have not yet gone far enough in the technique and aim of using the court as a tool for the education of the parent. This is not because it is impossible—to the contrary, it could and should be its great purpose.



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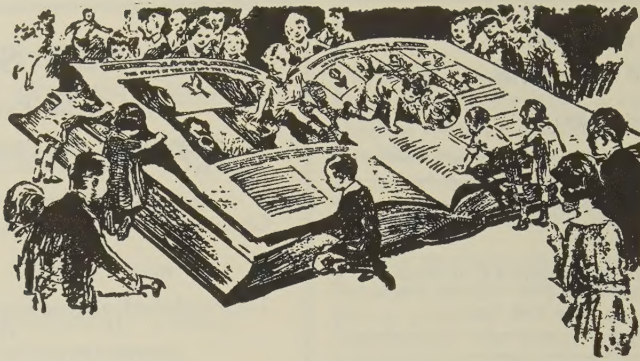
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